

## ***CTE Standards Unpacking*** ***Risk Management and Insurance***

**Course:** Risk Management and Insurance

**Course Description:** Risk Management and Insurance focuses on learning about the various types of insurance. The course will explore the opportunities of careers in insurance. Students will gain an understanding of risk management and the benefits of insurance.

**Career Cluster:** Finance

**Prerequisites:** None

**Program of Study Application:** Risk Management and Insurance is a second pathway course in the Finance cluster, Financial Services and Planning pathway. The course would be preceded by Introduction to Financial Services or Banking Services. Completion of Risk Management and Insurance would prepare a student to participate in an advanced cluster course or capstone experience.

<b>INDICATOR #RMI 1: Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in insurance.</b>		
<b>SUB-INDICATOR 1.1 (Webb Level: 1 Recall):</b> Describe essential knowledge and skills needed to be employed in the insurance industry.		
<b>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept):</b> Describe roles and responsibilities associated with careers in the insurance industry.		
<b>SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept):</b> Describe insurance licensing and certification programs.		
<b>Knowledge (Factual):</b> -Education and skills necessary for careers in the insurance industry  -Roles and responsibilities associated with careers in the insurance industry.  -Insurance licensing and certification programs  -The licensure necessary for careers in insurance.	<b>Understand (Conceptual):</b> -Understand educational requirements for being employed in the insurance industry.  -The value of additional certifications in the insurance sector	<b>Do (Application):</b> -Research, classify and categorize knowledge, roles and licensing requirements to successfully gain employment in the insurance industry.  -Explore high wage, high demand careers in the insurance industry

**Benchmarks:**

*Students will be assessed on their ability to:*

- Create a commercial illustrating necessary education, outlook, salary range and the benefits of a career in the insurance industry.
- Complete a career skills and interests assessment and critique the results based on the skills needed for success in the insurance industry.

***Academic Connections***

**ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**

Social Studies:

9.12.C.5.4 – Demonstrate the ability to make informed decisions through use of multiple credible sources.

ELA:

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Sample Performance Task Aligned to the Academic Standard(s):**

-Perform a research project examining what skills and responsibilities are needed to be employed in the insurance industry, and describe licensing and certification programs, citing information from text to support research.

***INDICATOR #RMI 2: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.***

***SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept):*** Discuss the components of automobile insurance coverage.

***SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept):*** Discuss the components of health insurance coverage.

***SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept):*** Discuss the components of life insurance coverage.

***SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept):*** Discuss the components of homeowner's and renter's insurance.

**Knowledge (Factual):**

-Common terms associated with insurance: policy, deductible, copay, premiums, risk.

-The average risk

**Understand (Conceptual):**

-The benefits and drawbacks of choosing specific types of insurance while foregoing others.

-The similarities and

**Do (Application):**

-Explore the costs and benefits among the types of coverages provided by insurance companies.

<p>associated with each type of insurance and the likelihood that insurance will be utilized in a typical lifecycle.</p> <p>-Suggested coverage amounts and the effect on monthly premiums.</p> <p>-Insurance coverage transfers risk from the consumer to your corporation</p>	<p>differences between automobile, health life and homeowner/renter's insurance.</p> <p>-The process involved in, and knowledge necessary, to convince potential clients to invest in insurance.</p> <p>-How the purchase of insurance in different areas minimizes risk and helps clients reach financial goals.</p> <p>-How government mandates affect insurance purchases (mandatory auto and loan backed homeowners insurance. Federal government health care mandates for individuals and corporations).</p>	
<p><b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>Given a case study, predict how types of insurance might help consumer avoid financial stress or ruin.</li> <li>Create a timeline to highlight the increased necessity for insurance in our first world economy and in a consumer driven society.</li> </ul>		
<p><b><i>Academic Connections</i></b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>ELA: 9-10.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>-Participate in a classroom discussion about the components of automobile,, health insurance, and homeowner's and renter's insurance.</p>	

<b>INDICATOR #RMI 3: Determine client needs and wants to guide purchase decisions and enhance future insurance business opportunities.</b>		
<b>SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept):</b> Describe insurance products and their benefits.		
<b>SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking):</b> Evaluate existing client insurance and risk management needs.		
<b>Knowledge (Factual):</b> -How to access client needs, values, wants and goals  -Forms and documents available to help access and document client needs  -Knowledge of different types of insurance products and the benefits of each  -How insurance company ratings, service and rates affect purchasing decisions.	<b>Understand (Conceptual):</b> -The proper use of insurance products according to risk tolerance in each stage of your life.  -Current industry standards and minimum coverage amounts in the various types of insurance.  -There are controllable factors that can be taken to help consumers lower insurance rates (safe driving records, tobacco use, good student discounts)	<b>Do (Application):</b> -Compare and contrast insurance products and benefits  -Explore the impact of changing insurance needs (marriage, major purchases, birth, death) on the typical client purchases.
<b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>Propose a plan based on client insurance and risk management needs (course of action).</li> <li>Classify various insurance products and offerings by several companies to meet changing client needs over the lifecycle.</li> </ul>		
<b>Academic Connections</b>		

<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>
<p>ELA:</p> <p>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>-Write an informative paper describing insurance products and their benefits and evaluating existing client insurance and risk management needs.</p>

<b>INDICATOR #RMI 4: Describe laws and regulations to manage transactions in the insurance industry.</b>		
<b>SUB-INDICATOR 4.1 (Webb Level: 1 Recall):</b> Define regulations that ensure compliance and demonstrate adherence to insurance industry regulations.		
<b>SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept):</b> Explain legal concepts and ethics pertinent to the insurance industry.		
<p><b>Knowledge (Factual):</b></p> <ul style="list-style-type: none"> <li>-Accountability, regulation and compliance terms</li> <li>-The process of and forms necessary to complete an insurance transaction</li> <li>-Current laws and regulations of the insurance industry</li> <li>-Resources to find updates and information on current insurance regulations</li> </ul>	<p><b>Understand (Conceptual):</b></p> <ul style="list-style-type: none"> <li>-That regulations in the insurance industry vary by type and geographic location.</li> <li>-The role of fiduciary, broker responsibility, regulations, laws and unfair trade practices in the insurance industry.</li> <li>-The personal and career effects of engaging in insurance fraud.</li> </ul>	<p><b>Do (Application):</b></p> <ul style="list-style-type: none"> <li>-Assess different regulations, legal concepts and ethics pertinent to the insurance industry.</li> </ul>
<b>Benchmarks:</b>		

*Students will be assessed on their ability to:*

- Create a product that analyzes regulations, compliance, legal and ethics dealing with the insurance industry.
- Find a case of insurance fraud in the media and analyze the basis of the crime based on current regulations.

***Academic Connections***

**ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**

ELA:

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Sample Performance Task Aligned to the Academic Standard(s):**

-Write an informative paper describing laws and regulations to manage transactions in the insurance industry.

***INDICATOR #RMI 5: Demonstrate underwriting techniques and strategies to evaluate the risk posed by potential insurance clients.***

***SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking):*** Analyze the risk posed by potential clients in order to make insurance approval/denial decisions.

**Knowledge (Factual):**

-Common underwriting technology

-Common criteria used for insurance approval/denial decisions

-Understand risk posed by potential clients

-The steps in the underwriting process

**Understand (Conceptual):**

-How data is used/weighted in the industry to approve or deny coverage

-How client criteria is weighted and affects premium rates and coverage limits

-The value of understanding the risk posed by potential clients.

**Do (Application):**

-Explore the different processes/calculations used for insurance approval/denial.

-Predict the risk posed by potential clients

**Benchmarks:**

*Students will be assessed on their ability to:*

- Compare and contrast how insurance rates might vary depending on controllable client factors (risky behaviors, tobacco use, credit history)
- Develop a logical argument about how risk is determined for each individual.
- Given a case study, suggest ways for clients to reduce premiums and corporations to reduce risk by altering lifestyle or habits.

### ***Academic Connections***

**ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**

ELA:

9-10.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Sample Performance Task Aligned to the Academic Standard(s):**

-Participate in classroom discussion about underwriting techniques and strategies to evaluate the risk posed by potential insurance clients.

### **Additional Resources**

- Invest Insurance Curriculum- [www.InvestProgram.Org/teachers](http://www.InvestProgram.Org/teachers)
- Federal Reserve Bank (personal finance and economics concepts [www.investinwhatsnext.org](http://www.investinwhatsnext.org))
- Bureau of Labor Statistics-[https://www.bls.gov/ooh/business-and-financial/](https://www.bls.gov/ooh/business-and-financial/personal-financial-)
- NEA resources for financial literacy <http://www.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html>
- Wells Fargo Hands on Banking;<https://handsonbanking.org/articles/topic/personal-finance/>
- Price Waterhouse financial literacy curriculum <https://www.pwc.com/us/en/about-us/corporateresponsibility/commitment-to-youth-education/financial-literacy-curriculum/thank-you.html>
- MyMoney.Gov <https://www.mymoney.gov/Pages/for-teachers.aspx>